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ABSTRACT

Project Success, a program of modified interdisciplinary instruction coordinated with special services, is considered to be consistent with the theory of individual differences and individualized instruction which is inherent in the philosophy of Bloomington Public School's educational goals and objectives. The project, which began as an alternative program for grades 10-12 in September 1969, completed its fifth full year of operation in June 1975. The stated rationale which guided the general direction of this alternative program has been to implement strategies of instruction designed to: provide success oriented learning alternatives consistent with the needs of students; avoid labeling students as incapable nonlearners and as social outcasts; remove biases within the school which impede positive youth development; provide an opportunity for students to make a transition from the alternative program to the regular program; provide the opportunity for vocational training or work experience during their high school careers; and provide alternatives among the elective courses that will provide a wide range of interdisciplinary experiences. This report focuses on data collected as it pertains to the present 12th grade students who have elected to remain in project classes throughout three years of senior high school. (Author/JM)

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PROJECT SUCCESS REPORT

1974-1975

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Bloomington, Minnesota

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Project Director

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EDUCATION & WELFARE
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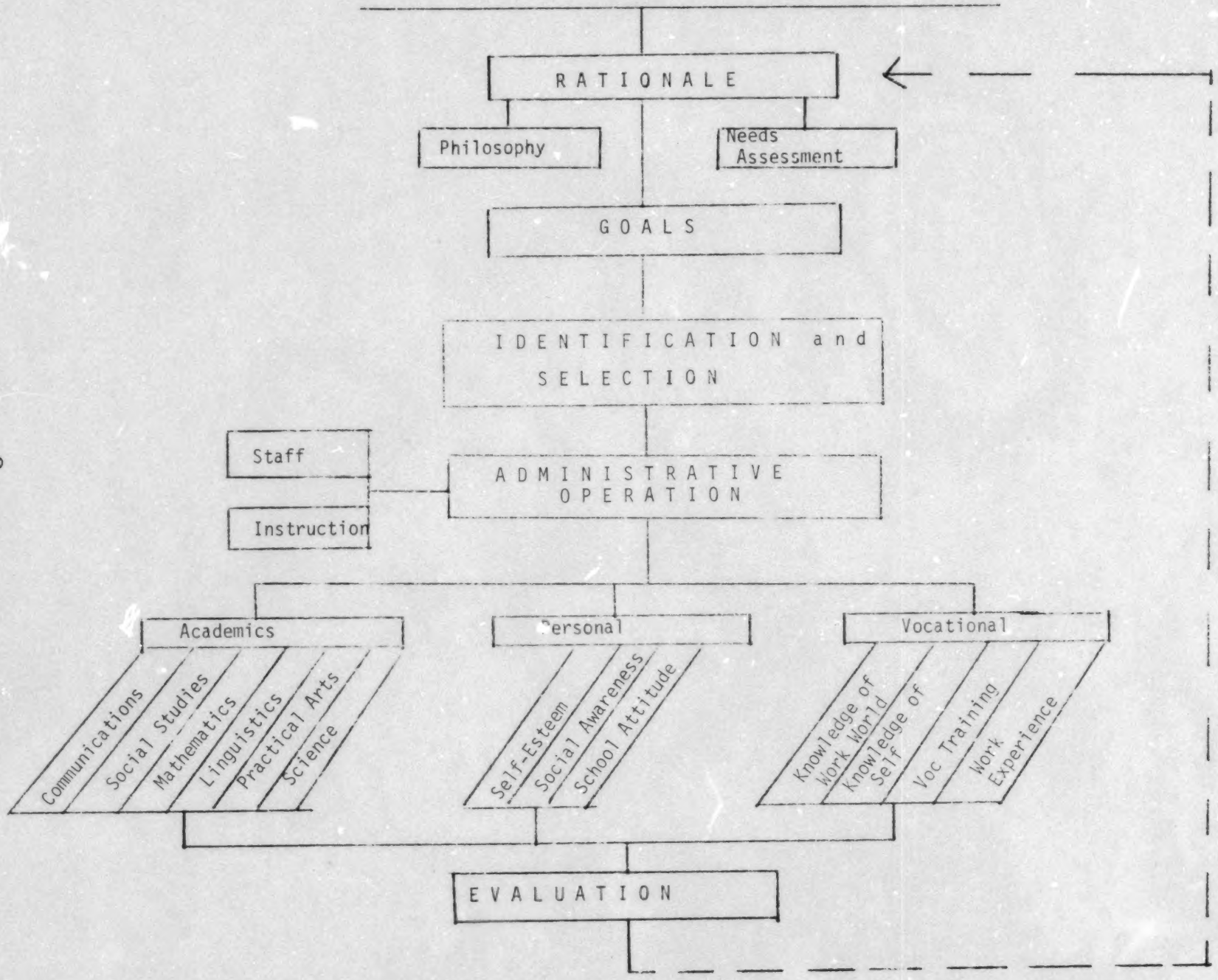
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PROJECT SUCCESS REPORT 1974-75

I. RATIONALE OF PROJECT SUCCESS

Project Success, which began as an alternative program for grades ten, eleven and twelve in September 1969, completed its fifth full year of operation in June, 1975. The rationale which guided the general direction of this alternative program has been to implement strategies of instruction designed to:

1. provide success oriented learning alternatives consistent with the needs of students.

2. avoid the labeling project of students as incapable non-learners and as social outcasts.

3. remove biases within the school which impede positive youth development.

4. provide an opportunity for students to make a transition from the alternative program to the regular program.

5. provide the opportunity for vocational training or work experience during their high school careers.

6. provide alternatives among the elective courses that will provide a wide range of interdisciplinary experiences. This report will focus on data collected as it pertains to the present twelfth grade students who have elected to remain in project classes throughout three years of senior high school.

A. Defining and Assessing Needs of Students

Specialized instructional methods are needed to meet the needs of students who indicate one or more of the following symptoms:

1. extreme underachievement in areas of basic skills such as reading, writing, spelling and mathematics.

2. poor auditory and/or visual perceptual functioning.

3. severe memory problems.

4. poor comprehension of oral and written expression.

5. poor language expression in written form.

6. high distractibility, poor attention.

7. inability to understand and/or carry out directions independently.

8. poor organizational and/or time management skills.

9. activity levels (either hyper or hypo) and behavior management problems.

10. lack of long range vocational goals which includes completion of high school.

11. inability to accept responsibility to learn independently.

Because of the multiplicity of problems that accompany a basic learning problem, the typical Project class group exhibits a broader range of strengths and weaknesses along with complex emotional and/or social problems than the "regular" class. The fear of failure frustration, and fear tend to complicate his learning status and thus make it mandatory to keep the pupil-teacher ratio low and provide special education supportive help to the general education Project teachers.

B. Philosophy of Special Needs Students

A major provision of Project success is to provide for integrating special needs students into heterogeneous classroom groups. Numerous studies reported by Dunn (1968) and Marrs (1971) have provided an abundance of evidence to indicate that self-contained special education classrooms, wherein children are grouped homogeneously on the basis of diagnostic categories, have resulted in some benefit for teachers at the expense of special needs students they are presumably serving. The Shift of Emphasis Project in Texas report (Hofner 1972) putting special needs students in heterogeneious class grouping without labeling provides greater progress in academic as well as personal-social areas. Kirk (1964) has shown that EMR students make as much progress in heterogeneous class groupings as they do in homogeneously grouped special education classrooms. This is research that is in agreement with the testing results of Gates MacGinitie Reading Survey used in grades ten and twelve in Project Success. (Shown in Analysis of Data) Appendix A. The role of the special education personnel in Project Success is to work with the regular classroom teacher to deal with students' problems in the regular classroom, getting away from labeling students at Lincoln High School.

II. GOALS OF PROJECT SUCCESS

Project Success, a program of modified interdisciplinary instruction coordinated with special services, is consistent with the theory of individual differences and individualized instruction which is inherent in the philosophy of Bloomington Public School's educational goals and objectives. It is in keeping with the objective of the school to provide an atmosphere and opportunity for each individual to develop to the fullest of his capabilities.

The general goal of the Project is to attempt to meet some of the unique needs of students such as:

1. Need for constant and direct supervision in academic studies and basic skills that are necessary for success and achievement.

2. Need for assistance in planning his/her time in regard to study habits and school attendance.

3. Need to experience success in school work.

4. Need for individualized instruction and counseling, emphasizing success, reward and praise.

5. Need to acquire a decision making process.

6. Need to successfully complete a high school instructional program.

7. Need to find post high school vocational success.

Goals have been determined which when achieved should show success of the program. Social demands and partiality are the predominant influence in setting up basic skills competencies in academics, personal development, and vocational success.

Communications - (Language Arts and Linguistics)

A. Listening Skills

1. Show an understanding of information presented orally by summarizing and interpreting the content.
2. Demonstrate that he/she can follow directions.
3. Show an ability to draw rational conclusions from material heard.

B. Speaking Skills

1. Demonstrate ability to communicate an idea orally.
2. Demonstrate ability to take part in a group discussion.
3. Demonstrate ability to organize and present an oral report.

C. Writing

1. Communicate written thoughts in complete sentences.
2. Understand and correctly use basic grammar skills.
3. Demonstrate the ability to write a paragraph with main idea and supporting details.
4. Demonstrate the ability to compose personal and business letters.
5. Demonstrate the ability to complete questionnaires and application forms.

D. Reading

1. Show increase in reading compatible with mental ability.
2. Show an increase in comprehension compatible with mental ability.
3. Show an increased proficiency in word attack skills and sight vocabulary.
4. Show an increased interest in independent reading habits.

Social Studies

A. Understanding functions of organization local, state, and federal government and social systems.

B. Understand basic concepts of social, religious, and political ethics of various cultures in the world.

C. Know rights and responsibilities in relation to society.

D. Develop critical thinking and personal value assessment in relation to contemporary problems.

Science

A. Students will demonstrate a skill and understanding of basic science concepts as they apply to:

1. Ecology
2. Conservation
3. Mechanical Advantage
4. Weather and related conditions
5. Laboratory experimentations and observations

Mathematics

A. Demonstrate proficiency in the four basic arithmetic operations of whole and rational numbers (add, subtract, multiply and divide).

B. Demonstrate proper understanding of the use of percents.

C. Ability to utilize basic math formulas pertinent to everyday living.

D. Show understanding of math concepts pertinent to areas of vocational interest.

Personal Development

A. Exhibit improved self-esteem by experiencing success in academic and social endeavors.

B. Exhibit a positive sharing interactions with fellow students.

C. Exhibit a positive attitude toward school and its function.

D. Exhibit a positive attitude toward family.

E. Exhibit a sense of responsibility.

Vocational

A. Demonstrate minimum proficiency in a vocation compatible with interests, abilities and aptitude.

B. Use information about various occupational fields; personal test data, counseling, first hand observations and other self-knowledge to make long range plans.

C. Explore several areas of occupation and gain knowledge of the skills and training needed for each occupational area.

D. Demonstrate the ability to accept specialized training.

E. Demonstrate the ability to be gainfully employed.

III. ADMINISTRATIVE OPERATION OF PROJECT SUCCESS

Lincoln Senior High School operates on a three quarter schedule with each grading period representing the completion of a unit of study. Quarter scheduling offers varity and flexibility which is advantageous to the students with learning problems. Students have the option to select mainstream or regular classes each quarter. Among the 1974-75 seniors there were 102 sophomores entering Lincoln enrolled in two or mor Project classes (modified classes with special education supportive instructional help). Among the present seniors 67 are enrolled in two or more Project classes, 23 have elected a full program of mainstream classes, 5 have moved and are enrolled in another school, 2 have joined the military service and 5 have withdrawn from high school attendance.

According to the Lincoln staff survey taken May, 1975, 98% of the Lincoln staff indicated that Project Success was needed as an alternative program for some students. Seventy percent of the staff indicated that the Project has had a favorable effect on the whole educational program at Lincoln. Ninety-five percent of the staff indicated they wish to have the Project continued at Lincoln. (See Appendix B for tabulation and comments of the survey.)

Administrative biases have been removed ffrom nstructional programs designed for special needs students by including modified course offering of the Project in the regular Lincoln Registration Guide, with course description and instructional objectives listed. Project students participate in the advisor-advisee program and counseling program with all other students at Lincoln. All academic classes are held in regular classrooms assigned to a general education teacher according to normal scheduling procedures. One double classroom within the area is used as a skills center where small groups may meet for special project work or small group instruction. This room is equipped with working tables and study

carrels. Another room in the area is used as the Project office and teacher work room. This room contains resource materials, audio visual materials and Project director's administrative records.

A. Staff of Project Success

1. Project Director - Full time

Primary Functions - Provide direction and continuity to the total Project Success Program. Articulate to participants, to staff and to administrators the intent of the program. Assist and support the project staff in adaptation, instruction, and evaluation. Advise and assign supportive instructional staff. Make recommendations for budgeting involving departmental and special education expenses. Work with the counseling department and division leaders in registration information. Participate in screening and making recommendation of students for Project placement. Recommend alternatives in instruction for individual students and teachers.

2. Teachers of Basic and Elective Subjects

Project teachers are from the regular general education staff. Teach students, prepare material for instruction, evaluate and report student progress. Counsel and assist students in their development of self-concept and social skills. Serve as supervisors and advisors to students.

a. Communications - 13 hours daily
b. Social Studies - 13 hours daily
c. Mathematics - 1 hour daily
d. Basic Typing - 2 hours daily
e. Science - 2 hours daily
Elementary Biology and Science Technology
f. Home Economics - 2 hours daily

3. Supportive Staff

a. Teachers of E.M.R. - 2 full time daily

Responsible for teaching students in basic skill areas, directly assisting students with perceptual limitations, advise subject teachers in selection of topics and materials of instruction.

b. S.L.B.P. Tutors - 11 hours daily - among 4 tutors

Responsible for basic skills instruction to small groups of SLBP identified students. Tutors work as team members of the Project staff. Students are assigned to tutors according to SLBP guidelines. Maximum of 4 per hour and not more than 15 per day.

c. Work Experience Coordinator - full time daily

Responsible for the work program for the disadvantaged students (i.e., students having academic, socio-economic, cultural or other handicaps), which involves pre-vocational orientation to the work world. On the job activities involves job site visits, employer contacts, student selection, supervision and evaluation.

d. School Psychologist - Part time

Member of the student selection and evaluation team.

e. School Social Worker - Part time

Responsible for coordinating outside agency services for students with the home, school and agency.

f. Para-professional aide - 4 hours daily

Assists teachers with preparation of instructional materials and instructional activities in the classroom.

g. Counselors - Students assigned on regular basis

Responsible for class scheduling, and personal guidance.

IV. INDENTIFICATION AND SELECTION

A. 10th Grade Entry

The selection process being during the second semester of the ninth grade. The Junior High administration, counseling staff and learning center team assist in identification of those students whom they feel would have a more successful entry to senior high school by being enrolled in Project Success classes. Final acceptance to the program rests with the Project direction and staff, assuming parental approval.

Factors important in admission are:

1. Attitude of the student and his parents toward school in general and Project Success program.

2. Recommendation of the junior high school counselors.

3. Review of achievement, attendance, discipline records and standardized test results.

   a. ITED Test
   b. Gates MacGinitie Test
   c. Lorge Thorndike
   d. W.R.A.T.
   e. Individual testing by psychologist

4. Recommendation from school psychologist.

B. 11th and 12th Grade Entry

1. Classroom teacher identification of students who exhibit personal, emotional, or learning problems which negate success in high school, can be recommended for Project.

2. The student may request entry into the P oject to the counselor. This request will be reviewed by the cou selor and Project director.

C. Return to Regular Classes

Students in the Project have the option to register for regular classes at the beginning of each quarter during grades 10, 11 and 12. (Note: During the past 5 years approximately 65% have elected to remain in 2 or more Project classes throughout their high school caree

IV. Evaluation

The long range goals that Project Success is attempting to meet are to develop practicable competence in basic skills, to develop a sense of individual responsibility and develop some competence toward meeting vocational success. Evaluation in terms of short range goals can be measured in the attainment of instructional objectives. Academic growth is measured by administrating the Gates MacGinitie Reading Survey, for grades 10 and 12, and the WRAT achievement given at the beginning of each year. Measures of mental ability, aptitude, and interest are done during senior high school by the school psychologist upon referral.

Progress during the school term will be evaluated by teacher observation, and teacher made tests. Keeping in mind the characteristics of this student, academic competition must be de-emphasized and success gauged on self-improvement.

Personal responsibility cannot be designated by an evaluative grade. Observations of personal awareness, attendance and behavior would be the basis to form an evaluative opinion in this area. Attendance of Project students has averaged between 90-95% according to daily attendance reports issued by the office.

The Minnesota School Affect Assessment will be given to all Project students at the opening of the 1975-76 school term. The purpose of this affect assessment is to make an evaluation of the students' attitudes and feelings toward the total school environment including:

- attitudes toward school and personal achievement
- attitude toward school atmosphere and personnel
- student's reaction toward academic subjects
- an assessment of self-worth
- an assessment of communication within the school setting

A. Project Student Population

The following data was compiled during spring quarter 1975. This student information is intended to provide a general reference for interpretation of test data. Ability information is based on individual tests given by the school psychologist (Wisc and Binet) or the Lorge Thorndike group test given in 9th grade. Slightly more than 50% of the Project students have been given individual tests.

	Numbers of Students			Ability		
	Total	SLBP	EMR	High	Low	Group Median
Sophomores	102	24	9	119	62	97
Juniors	88	18	4	130	54	99
Seniors	67	10	8	122	74	101
	257	52	21			

B. Test Results:

Gates MacGinitie Reading Survey

A comparative evaluation of reading skills has been made over a three year period on the present Project seniors. Gates MacGinitie Reading Survey F Form 1M was given in October 1975. In April 1975 Survey F Form 2M an equivalent form was given to 64 Project seniors.

Norms for the Gates MacGinitie Reading Survey are based on 1969 nationwide standardization. Percentile and standard score norms are given for three points of time during each of the three years of grades 10-12. Norms for various times during the three years are based on a graduated scale of 1 standard deviation (1 sd = 10 std sc points) to represent a standardized maturation growth from grade 10.1 to grade 12.8.

TABLE NO. 1 - shows scores of .25% of the Project seniors tested whose reading skills increased more than 5 standard scores above normal maturation growth from grade 10-12.

TABLE NO. 2 - shows the mean comparative standard and percentile score for the 64 seniors tested.

TABLE NO. 1

Student	Ability	VOCABULARY					COMPREHENSION				
		Grade 10		Grade 12		Change	Grade 10		Grade 12		Change
		std sc	%tile	std sc	%tile	std sc.	std sc	%tile	std sc	%tile	std sc.
A	98 Wisc	35	7	39	14	+4	24	2	41	18	+17
B	94 Wisc	42	21	46	34	+4	41	18	56	73	+15
C	74 Wisc	29	2	33	4	+2	23	2	38	12	+15
* D	93 Binet	35	7	44	27	+9	25	2	39	14	+14
* E	81 Wisc	20	2	37	10	+17	26	2	39	14	+13
F	110 LT	48	42	55	69	+3	44	27	57	76	+13
G	96 LT	42	21	40	16	-2	35	7	46	34	+11
H	101 Binet	42	21	42	21	0	35	7	45	41	+10
I	97 LT	49	46	49	46	0	31	3	41	18	+10
J	96 Wisc	37	10	41	18	+4	39	14	48	42	+ 9
* K	102 Wisc	35	7	42	21	+7	30	2	38	12	+ 8
* L	93 Wisc	31	3	41	18	+10	25	2	33	4	+ 8
* M	104 Wisc	43	24	45	31	+2	33	4	40	16	+ 7
* N	91 Wisc	25	2	40	16	+15	33	4	39	14	+ 6
O	86 Binet	37	10	38	12	+1	35	7	41	18	+ 6
P	100 LT	40	16	43	24	+3	39	14	46	34	+ 5

* Identified S.L.B.P. students

TABLE NO. 2

Quartile Sc.	Grade 10 Std Sc	Grade 10 %tile	Grade 12 Std Sc	Grade 12 %tile	Change std sc	Grade 10 Std Sc	Grade 10 %tile	Grade 12 Std Sc	Grade 12 %tile	Change std sc
Q3	43	24	48	42	+ 5	42	21	52	58	+10
Median	41	18	45	31	+ 4	39	14	46	34	+ 5
Q.	33	4	38	12	+ 8	31	3	39	14	+11

No 64

TABLE 1 - Shows the 25% of the students in Project Success who achieved the greatest gain in reading skill. This is the primary objective of Project evaluation to measure each individual student against his own achievement.

TABLE 2 - The gain in reading skills as represented by the 10.1 pre-test given in October 1972 compared to the 12.8 post-test given April 1975 to 64 of the present 67 Project seniors is as follows: Vocabulary - Q3 - +5 std sc. 18%tile points, Median +4 std sc 13%tile points, Q1 - -4 std sc 8%tile points; Comprehension - Q3 +10 std sc (1 std dev) 37%tile points, Median +5 std sc, 20% points, Q3 - +11 std sc (+ 1 st dev) 11%tile points.

WRAT Test - The Jastak Wide Range Achievement Test given as an evaluative instrument to determine skills levels in reading, spelling, and mathematics. The test given October 1974 indicated the following range of skills levels for the ten 12th grade students receiving supportive instructions in the SLBP program.

Reading	-	5th percentile	- 49th percentile
Spelling	-	1st percentile	- 37th percentile
Mathematics	-	2nd percentile	- 23rd percentile

Since mathematics is not a required course in senior high school, the opportunity for basic skills instruction in mathematics is limited to one year as an elective course in basic mathematics.

C. Vocational Training - A goal of Project Success is to provide opportunities for vocational preparation and occupational choice. Students have vocational training in the business department, the industrial arts department, the various on-the-job training programs and Hennepin Vo-Tech Center South Campus (secondary program) Vocational Rehabilitation training.

	Grade 10	Grade 11	Grade 12
Industrial Arts	32	14	7
Business Education (Typing - Business)	31	14	13
Work Experience	3	15	3
Occupational Relations	-	-	8
Market and Management	-	-	3
Coop Home Economics	-	4	5
Related Office Practices	-	2	1
Vocational Rehabilitation	-	-	2
Hennepin Vo-Tech Center	-	7	9
	66	56	51

D. Student Attitude Interviews
Fourteen students randomly selected from 12th grade Contemporary Perspectives course for seniors were interviewed. Names of the students have been changed, so they might remain anonymous. The interviewer was Patrick Stevens. The responses indicated favorable acceptance of the program by the students. (See Appendix B)

E. Staff Survey of Project Success
(See Appendix C) for results of staff survey. The survey was handed out to the 88 staff members and 4 tutors on May 15, 1975. On May 22nd 72 responses were returned. The tabulation of results and comments are listed in Appendix C.

F. Project Success has attempted in the past to follow-up on post high school plans of the graduates. The survey will be sent in mid-year of 1975-1976. The survey that was returned in 1974 on the 1973 class indicated the following.
Attending school: Vocational 30.2%, College 6.3%,
Military Service 6.8%, working 47.3, and unemployed 9.4%

V. Recommendations for Sixth Year

Project Success as an alternative form of education is intended to aid students who have demonstrated, because of academic, psychological or emotional reasons, an inability to succeed in a traditional school setting. This student may be lacking self-esteem, motivation, maturity and/or the self-discipline necessary to accept the challenge of competing and succeeding in high school. The major function of the program is to identify and select this student and place him in an environment and curriculum that is meaningful to him.

This report has dealt with the activities that have evolved within the Project, intended to accomplish an excellent educational opportunity for this segment of students at Lincoln. Much has been accomplished with a cooperative administration and a sincerely dedicated Project staff. As we review our strengths we must also examine our weaknesses.

A. Staffing policy -

1. More stability is needed in the English 11 staff assignment. This position has had a different teacher each year for the past five years. As a result no continuity in curriculum has been developed.

2. A closer adherence to the 20-1 ratio in the Project classes must be maintained. With the multiplicity of problems among these special needs students this is a high priority need in order to accomplish individualization.

3. Ideally Project teachers should be scheduled for 4 hours per day of academic instruction, one hour prep time, and one hour of advisor-advisee type of peer relationship and values clarification activities. These activities give focus to such areas of experience as: awareness, mastery, and social interaction. There are also group techniques which have proven successful in promoting improved awareness, self-confidence, and interpersonal relationships. Students would receive an elective credit for this activity. (Time could also be used for curriculum development and total staff planning in an on-going setting.)

Instruction and Curriculum Development

1. One team of teachers should be granted 20 hours writing time each year to develop new and revise existing instructional programs.

2. As an alternative program, more autonomity for planning and meeting budgetary needs should be given to the Project staff as a division. Under the present supervisory organization, time and interest is fragmented.

3. Greater flexibility is needed in scheduling and allowance made to utilize meaningful resources available in the entire community.

Budgetary - books and materials

1. Project students should be funded for books and materials with the same rate per student hour of instructional funding as other Lincoln students receive. The Project, in its 5 years of operation, has not had special funding for research or organizational pruposes. (The North Pyramid paid 20 hours of writing time for 3 teachers to write Contemporary Perspectives for grade 12.) The proposed 1975-76 budget for 750 instructional hours daily is $450.00. This allows .65 cents book and materials expenditure for each student instructional hour for the entire year. This is clearly insufficient.

Appendix B

Lincoln Staff Survey

of

Project Success

TO: Lincoln Staff

FROM: Dr. Kent O. Stever

RE: Project Success Survey

DATE: May 15, 1975

Upon coming to Lincoln last Spring, I was pleased to find that alternative area of instruction called Project Success to indeed be both an alternative and a success. To aid in continuing and/or expanding Project Success will require a more in-depth view. To effect this, I am asking that you spend a few minutes sharing your perceptions on the attached device. There is considerable room for comment on the questionnaire. You are encouraged to respond in the manner most appropriate to you. We need your voice!

All staff should complete and return to Mrs. Kritzeck by Thursday, May 22.

Thanks.

PROJECT SUCCESS SURVEY

Please indicate your attitude toward Project Success as it relates to the total Lincoln Program. You are asked to indicate your feelings by responding to the survey items, by writing your feelings in the comment section, or both.

I. Curriculum

_____ 1. Project Success is an alternative program that some students need.
   a. strongly agree
   b. agree
   c. disagree
   d, uncertain

_____ 2. The modified curriculum of Project Success produces an adequate degree of conceptual learning.
   a. strongly agree
   b. agree
   c. disagree
   d. uncertain

_____ 3. Project classes should be limited to the required courses in English and social studies.
   a. strongly agree
   b. agree
   c. disagree
   d. uncertain

_____ 4. Elective subject areas taught to Project classes should:
   a. be fewer than for the general population.
   b. cover all subject areas.
   c. be different from standard classes.

COMMENTS:

II. Teacher/Staff Commitment

_____ 5. Some teachers can teach in Project classes more effectively than others.
a. strongly agree
b. agree
c. disagree
d. uncertain

_____ 6. All students at Lincoln should be the responsibility of the entire Lincoln staff whether they are in Project or regular classes.
a. strongly agree
b. agree
c. disagree
d. uncertain

_____ 7. I would be willing to accept a teaching assignment in a Project class.
a. strongly agree
b. agree
c. disagree
d. uncertain

_____ 8. Project Success at Lincoln:
a. has had a favorable effect on my teaching situation.
b. has had no effect on my teaching situation.
c. uncertain

COMMENTS:

III. Selection Process/Mainstreaming

_____ 9. From the following list of activities indicate those which describe reasons for referring students for Project classes.

_____ a. academic achievement below grade level

_____ b. boredom or apathy

_____ c. limited reading ability

_____ d. attendance problem

_____ 10. A selection and screening process for placing 10th grade students in Project classes could best be accomplished by:
a. the junior high school counseling staff making recommendations.
b. starting all 10th grade students in regular classes during fall quarter.
c. an evaluation made by a psycho-education committee. (Psychologist, counselors, social worker and project direction.)
d. a representative group of Project teachers.

_____ 11. Project students should be given the option to go into regular classes at the beginning of any quarter.
a. strongly agree
b. agree
c. disagree
d. uncertain

_____ 12. Indicate the method you use to compensate for handicapped students' disadvantages in the regular classroom:
a. individual lesson plans.
b. peer tutoring.
c. assistance from supportive teacher.
d. assistance from a teacher's aide.
e. refer student for Project class.

COMMENTS:

IV. Behavior/Attendance/Attitude

_____ 13. Project Success helps develop a more favorable attitude toward school for some students.
a. strongly agree
b. agree
c. disagree
d. uncertain

_____ 14. Absenteeism in Project classes is about the same as regular classes.
a. strongly agree
b. agree
c. disagree
d. uncertain

_____ 15. The Project program leads to the social improvement of its students.
a. strongly agree
b. agree
c. disagree
d. uncertain

_____ 16. I want the Project continued at Lincoln.
a. strongly agree
b. agree
c. disagree
d. uncertain

COMMENTS:

V. Instruction/Evaluation

_____ 17. I would be willing to have a supportive (special education) teacher work with me in my classroom, if I had special needs students.
a. strongly agree
b. agree
c. disagree
d. uncertain

_____ 18. I DON'T approve of the Project because it rewards the least deserving students.
a. strongly agree
b. agree
c. disagree
d. uncertain

_____ 19. Students in the Project should be graded:
a. with the same distribution as other classes.
b. with no grades given above a "C".
c. on a "Pass-Fail" evaluation.

_____ 20. Project Success as an alternative program:
a. has been well communicated to the entire staff.
b. has been inadequately communicated to the staff.
c. uncertain.

COMMENTS:

VI. Budgetary/Administrative

_____ 21. With staff cuts the size of Project classes should:
a. increase proportionately with other classes.
b. adhere strictly to the 20-1 ratio.
c. be expanded to a limit of 30 students.

_____ 22. The administration of this program should be:
a. part of the present division structure.
b. autonomous in planning and budgeting as a separate division.
c. administered as an instructional program outside of Lincoln.

_____ 23. A proportionate proportion of the budget should be allotted to the Project on the basis of student instructional hours.
a. strongly agree
b. agree
c. disagree
d. uncertain

_____ 24. Staff on supervision should be directed to focus some time to to the Project area. (lavatories and hallways)
a. strongly agree
b. agree
c. disagree
d. uncertain

COMMENTS:

PROJECT SUCCESS SURVEY
May 22, 1975

EVALUATION ITEM	RESPONSE	TOTAL NO.	%
A. Curriculum			
#1. Project Success is an alternative that some students need.	a. strongly agree	62	86.1
	b. agree	9	12.5
	c. disagree	0	
	d. uncertain	1	1.4
#2. Project produces an adequate degree of conceptual learning	a. strongly agree	24	33.3
	b. agree	32	44.4
	c. disagree	3	4.2
	d. uncertain	13	18.1
#3. Project limited to required courses	a. strongly agree	5	6.9
	b. agree	7	9.7
	c. disagree	49	68.1
	d. uncertain	11	15.3
#4. Elective subjects taught should be:	a. fewer	15	20.8
	b. all subjects	42	58.4
	c. different	15	20.8

Summary of data:

72 responses were submitted for all items #1-4 in the curriculum section of the survey.

Interpretation:

The results of items #1 and #2 indicate over 80% staff support of the Project concept.

Items #3 and #4 indicate support of continued expansion of the Project on an interdisciplinary basis.

COMMENTS FROM STAFF SURVEY

1. CURRICULUM

#1. I have been most impressed with the Project on the emotional level. The students seem to find in it an environment where their feelings are noticed and considered important. Also their academic progress is taken seriously.

#1. The project definitely fulfills the need to remove super-slow kids from regular classes, so that normal students can proceed at a normal rate.

#1. The project should be limited to those students who actually NEED help. The student who says, "If I can't be in project, I'm quittin'," should probably quit school.

#1. Ask if the Project is beneficial?

2. The modified curriculum of Project Success produces an adequate degree of conceptual learning.

#2. I have no direct contact with students in the program and so am unable to judge this question.

#2. The modified curriculum is successful when it is written as a course with scope and sequence. This requires stability in staffing, which is not possible with intern teachers.

#2. More choices must eventually be available for the project student if the curriculum is to be termed adequate. In addition, project should have a curriculum. At present there really is none.

#2. The curriculum needs to be more fully developed. Needed are more writing and planning time.

3. Project classes should be limited to the required courses in English and social studies.

#3. Occasionally a project student tackles a language; this is fine. Certainly there are electives such as art, home economics, industrial arts, music, etc. where many of the students could enjoy considerable success.

Current thinking about the visually (or hearing) disabled students is to give them as many mainstream experiences in school as is possible. The theory, I believe is that they profit from preparation for "real life situations" where they are not isolated.

With severe behavior problems, I have no ready answer. Perhaps we may have to come to some sort of tutorial system and a one to one basis for them.

#3. If classes in present areas are successful then all subject areas should be included.

#3. If a supportive instructor could work the students in the elective classes, they could participate in regular elective classes.

#3. I think students need most help with basic skills but the subject areas could be broadened out. I think classes have to be small to be effective.

#3. We do not have clearly defined for us what type or types of students are admitted to the project. The answers for #3 and #4 would not be the same for those with lower academic ability as for those with normal or superior academic potential but with psychological problems.

#3. I feel that it is very important for students with learning disabilities to have adequate instruction in mathematics and science.

4. Elective subject areas taught to Project classes should:
   a. be fewer than for the general population.
   b. cover all subject areas.
   c. be different from standard classes.

#4. Elective subjects which Project Success students take should be determined by their individual talents.

#4. They must differ somewhat or they wouldn't be Project classes.

#4. Every student should have the opportunity to get an exposure to all disciplines in high school.

#4. I would like to see more electives designed for SLBP students.

#4. Subjects taught in the project need to be modified.

#4. I feel there should be a definite curriculum set up for each subject area and grade level. Also, books to correspond to the curriculum should be ordered.

GENERAL COMMENTS ON SECTION I

I cannot respond adequately due to my general lack of knowledge about the project.

I am convinced that this program has done more to take the "agony" out of being a classroom teacher than anything that has happened in Bloomington in twenty-five years. This project is unsurpassed as morale builder for both students and teachers.

This entire survey appears to have one recurring theme - individualized instruction, fact or fiction? It is fact than teachers have no alternatives but to support the Project. Personally I see the continuation of the Project as "either-or" situation in terms of the above concept.

My comments are based on little personal knowledge of the Project.

It is difficult for me to assess the relative success of a program that I have not worked with.

The project should have more time for curriculum writing.

EVALUATION ITEM	RESPONSE	TOTAL NO.	%
B. Teacher/Staff Commitment			
#5. Some teachers more effective project teachers	a. strongly agree	64	88.9
	b. agree	8	11.1
	c. disagree	0	
	d. uncertain	0	
#6. All students responsibility of entire staff	a. strongly agree	42	67.8
	b. agree	13	21.0
	c. disagree	3	4.8
	d. uncertain	4	6.4
#7. Will accept Project teaching assignment	a. strongly agree	20	28.6
	b. agree	28	40.0
	c. disagree	11	15.7
	d. uncertain	11	15.7
#8. Project at Lincoln	a. favorable effect	50	69.4
	b. no effect	15	20.8
	c. uncertain	7	9.8

Summary of data: Item #5 - 72 responses
#6 - 62 responses
#7 - 70 responses
#8 - 72 responses

Comments: #5 all responses indicate that some teachers deal more effectively with Project students.

Items #6-8 indicate strong staff support, and the Project is considered an integral part of Lincoln's educational program.

II. Teacher/Staff Commitment

5. Some teachers can teach in Project classes more effectively than others.

#5. Some teachers may be able to teach more effectively in an area such as project. However, more teachers should participate in such a classroom so that a higher level of understanding such a teaching assignment could be attained.

In addition, public education in this country has an inherent obligation toward all students regardless of their ability. To shun that obligation at the secondary level is to indicate ultimate neglect towards one's professionalism as an educator.

#5. Some teachers have a better concept of people than others.

#5. Some teachers are more effective than others in the project classes.

#5. I think it takes a particular kind of person to work effect vely with these people. I would not choose this area in which to work.

6. All students at Lincoln should be the responsibility of the entire Lincoln staff whether they are in Project or regular classes.

#6 All students should be the responsibility of the entire Lincoln staff outside the classroom, but in the classroom the responsibility lies with a person who knows what their specific needs are.

#6. I strongly agree that as we have a general responsibility for all that the project be included. If all are expected to teach only a few are qualified.

#6. Responsibility defined in terms of supervision and control.

#6. It might depend on the individual feelings of the instructor. I feel all students are my responsibility.

#6. All Lincoln staff are responsible for Lincoln students when in the halls. They should not be identified as project students -- because they are Lincoln students.

#6. Project Success is one of the greatest innovations that Lincoln has ever had. It has taken the frustrated student out of the regular classroom. This has helped the practice of class skipping and loitering in the hall.

#6. All Lincoln students should be the responsibility of all Lincoln staff when they are in the halls.

#6. Strongly agree in terms of control and supervision.

Thinking of the students and the community as a diverse clientelle with diverse needs. The approach for special learning problems of kids in the project as a part of the total school's efforts to meet the education needs of community. Likewise, as a staff with diversity of interests and approaches to teaching. The project seems to be a good vehicle of specialization and staff utilization.

#6. All Lincoln students should be the responsibility of all Lincoln staff when they are in the halls or other parts of the building. They should not be identified as "your kids".

7. I would be willing to accept a teaching assignment in a Project class.

#7. Teachers who have taken courses in special learning disabilities or at least those who have a special aptitude for working with students with disabilities should be considered for teaching assignments in the project.

#7. I would be very willing to teach in project if given adequate prep time and didn't have to teach 5 preps which is normal for me. I have many project students in theatre and this is a good situation.

#7. Staff might be alternated to give those instructors who wish to teach project a chance to do so.

#7. I have taught project classes for a short period this year and recognize the special demands placed upon the teacher of project classes. I doubt that all teachers are suited to handle the special problems. Some will certainly handle those problems better than others.

#7. I'd be willing to help plan and/or teach specific units when possible.

#7. If I had a year to develop a course.

8. Project Success at Lincoln:
   a. has had a favorable effect on my teaching situation.
   b. has had no effect on my teaching situation.

#8. When these students are taken out of other classes it has to help the regular classes of potential problems.

#8. It's hard to measure how much Project Success has favorably affected my classes but it certainly takes a large number of students with learning problems out of the somewhat more homogeneous classes.

#8. Teachers in the Project should be commended for being genuinely human to these kids. Students may have hang ups but are honest.

#8. One of the most rewarding effects has been the change I have seen in student behavior and improved self concept.

#8. Teachers and tutors are very helpful in assisting their students in research work in the library.

#8. I much prefer working as a project teacher rather than a self contained EMR classroom teacher.

GENERAL COMMENTS FOR SECTION II

I feel the Project classes should be integrated with the mainstream classes. That is, there should not be a specific wing or area for Project classes. If the Project students were forced to communicate with other students I don't think lavatories would have to be locked. I also don't think mainstream students would put up with some of the actions from some of the Project students. They would not be reinforced to carry on as they do. I think to be integrated within the rest of the school would help the socialization process between students, students and teachers, and teachers.

I volunteered for and set up the first class for "low achievers" in Lincoln. I taught the class in history for two years. There were no guidelines and material available was poor in quality.

My experience made a permanent and favorable impression on me. Nevertheless, considering all of the attributes (and failings) that I have as a teacher, I think that I can offer more to the conventional students.

Students who have been in the Project have had negative comments -- these students volunteered their comments to me.

Let's face it: Considering the total situation the Project has been positive PR!

Take away Project Success and the counselors and social worker would really go nuts in dealing with absenteeism. Actually this would be even more true of regular teachers who conscientiously call students' parents.

Our "drop-out" rate has dropped, although I would expect it to rise again if the Project is dropped.

It takes very patient understanding and dedicated teachers to function successfully in classes of this type.

EVALUATION ITEM	RESPONSE	TOTAL NO.	%
C. Selection Process/Mainstreaming			
#9. Reason for referring students to Project	a. achievement below grade	50	33.3
	b. boredom or apathy	15	10.0
	c. reading ability	65	43.3
	d. attendance problems	20	13.4
#10. Selection and screening of 10th grade students	a. Jr. High counselors	35	36.9
	b. all in regular classes	5	5.2
	c. psycho-educ. team	36	37.9
	d. representative group of Project teachers	19	20.0
#11. Option to register for regular class each quarter	a. strongly agree	28	38.9
	b. agree	33	45.8
	c. disagree	8	11.1
	d. uncertain	3	4.2
#12. Compensate for handicapped students in regular class by:	a. individual lessons	25	26.4
	b. peer tutoring	18	18.7
	c. supportive teacher	26	27.0
	d. teacher's aide	7	7.1
	e. refer to Project	20	20.8

Summary of data: Item #9 - 150 responses
#10 - 95 responses
#11 - 72 responses
#12 - 96 responses

Interpretation: #9 - Limited reading ability is the most cited deficiency for referring students to the Project.

#10 - Responses to item #10 indicate that the staff recommends a joint selection and screening process for grade 10 students be done by junior high school counselors and a senior high psycho-education team. Comments suggest parent involvement.

#11 - 85% of the staff agree that an option to register for regular classes each quarter should be open to students.

#12 - Indicated that most teachers provide alternatives for handicapped students who are in their classes.

III. Selection Process/Mainstreaming

9. From the following list of activities indicate those which describe reasons for referring students for Project classes.
   a. academic achievement below grade level
   b. boredom or apathy
   c. limited reading ability
   d. attendance problem
   e. academic achievement below grade level applies when it is due to low ability, learning disability or limited reading...not when due to lack of effort.

#9. I feel a referral should be made and screened. Just attendance should not be the criteria.

#9. This item must be watched or the Project would become a dumping ground for any student who was having trouble in regular class.

10. A selection and screening process for placing 10th grade students in Project classes could best be accomplished by:
   a. the junior high school counseling staff making recommendations.
   b. starting all 10th grade students in regular classes during fall quarter.
   c. an evaluation made by a psycho-education committee. (Psychologist, counselors, social worker and project direction.)
   d. a representative group of Project teachers.

#10. Allowing for teachers to make changes at the end of each quarter.

#10. I feel teachers are more qualified to do this than counselors.

#10. More mutual input would be beneficial.

#11. Project students should be given the option to go into regular classes at the beginning of any quarter.

#11. I think that Project Success is a worthwhile part of our total program. I do feel that students with good ability should work at improving study habits so as to be able to return to the more challenging program. Occasionally one hears a student referring to a class he or she has taken as if it were not at all demanding. Perhaps the project could be considered as only a bridge for the student with average or better ability who is a non-achiever.

#11. I think at the end of each quarter Project teachers should evaluate each of their student's work and achievement and perhaps recommend some students to be transferred to regular classes. I feel there are some very capable students in the Project, but because they have heard the Project classes are "easy" they enrolled in them and are not being challenged intellectually.

#11. They should be given the chance to opt but the screening committee should make the final decision.

12. Indicate the method you use to compensate for handicapped students' disadvantages in the regular classroom:
    a. individual lesson plans.
    b. peer tutoring.
    c. assistance from supportive teacher.
    d. assistance from a teacher's aide.
    e. refer student for Project class.

#12. Not applicable for my teaching assignment.

#12. I am a special education teacher.

#12. I am speaking of mainstream classes in some cases, if possible student is referred to project.

#12. Try to direct student to classes at his level.

#12. I've had few such experiences and those are handled as seems appropriate at the time.

#12. With large classes, a teacher has all he can do to teach all students from one lesson plan.

#12. No individual lesson plans, but rather individual attention to the disadvantage of the rest of the class.

#12. Referrals also made to counselor, social worker, or psychologist.

#12. Could use more supportive teachers in other than project area.

#12. In my field, the quarter system has helped in solving some of the problems of individual differences.

#12. Individual help from me whenever possible.

GENERAL COMMENTS SECTION III

I think that the definition of special needs should have some fluidity and heterogeneity, as it seems to in the Project. This prevents rigid application of labels and makes the project have more of a continuity both within the Project itself and with the mainstream of the school. This allows more interchange and mobility for the students and gives more of a mainstream quality to the Project. The students seem to feel they are in the mainstream.

We could possibly use some hard and fast rules on discipline and attendance.

Don't make the project a dumping ground for problem kids. If they have some type of disability or really feel they can function better in the project they should be allowed into the project.

Should not be a dumping ground. I see the Project as a tremendous alternative program for part of the student body.

EVALUATION ITEM	RESPONSE	TOTAL NO.	%
D. Behavior/Attendance/Attitude			
#13. Develops favorable attitude toward school	a. strongly agree	40	55.6
	b. agree	24	33.3
	c. disagree	2	2.7
	d. uncertain	6	8.4
#14. Absenteeism the same as regular classes.	a. strongly agree	3	4.4
	b. agree	14	20.9
	c. disagree	16	23.9
	d. uncertain	34	50.8
#15. Social improvement of students	a. strongly agree	21	29.1
	b. agree	29	40.3
	c. disagree	3	4.2
	d. uncertain	19	26.4
#16. Continue Project at Lincoln	a. strongly agree	54	75.0
	b. agree	14	19.4
	c. disagree	1	1.4
	d. uncertain	3	4.2

Summary of data: Item #13 - 72 responses
#14 - 67 responses
#15 - 72 responses
#16 - 72 responses

Intrepretation:

#13 - 89% of the responses indicate that the students who are experiencing success in the alternative program have a more favorable attitude toward school than they would have if they were in regular classes.

#14 - An indication of uncertainty was expressed in responsing to attendance in project class compared to general school attendance. Random sampling done by the Project Director indicated that absenteeism in Project classes is no greater than in regular classes.

#15 - Evaluations on item #15 are difficult to assess. 69% of the staff responses indicated that the acceptance of being in the alternative program has a positive social effect on the students. The 26% uncertain response can possibly be interpreted positively since the behavior of the Project students is similar to that of the general population.

#16 - 84% of the staff indicated that the Project should be continued at Lincoln. This high a percentage would suggest that the alternative program concept is considered an integral part of the entire Lincoln educational program.

IV. Behavior/Attendance/Attitude

13. Project Success helps develop a more favorable attitude toward school for some students.

#13. I believe the Project has given some students a more favorable attitude toward school, and has acted as an ego booster and positive reinforcement that they are able to succeed in an academic situation.

#13. It's very difficult to judge positiveness.

#13. If laughter and human interaction are any criteria I would agree the project has created a more favorable attitude toward school.

#13. I believe that students with learning disabilities and/or reading problems have experienced greater success and academic growth through Project Success.

#13. The project allows a range of acting out behavior which, in a traditional school setting, would have been manifested by dropping out or excessive absenteeism.

#13. I think the Project is an excellent concept and should be continued.

14. Absenteeism in Project classes is about the same as regular classes.

#14. Absenteeism is frequently less than in regular class. No more than the average class.

#14. The question is ambiguous. Do you mean on a class for class basis, or would Project students attendance be as good if they were in regular classes?

#14. The students I've had who were in Project classes were better in attendance than others, but on the whole, I don't teach Project class and I don't know.

#14. What are the results of attendance in project classes? Are students improving to the point where they can function satisfactorily in regular classes?

15. The Project program leads to the social improvement of its students.

#15. Project students have too much freedom to come and go during class time; they disrupt my classes with their noisy and usually undisciplined behavior in the halls.

#15. When students know someone is concerned about them they are less likely to "hurt" others.

#15. Self concept has often been enhanced - too often there were "put downs" in regular classes. Through the extra help and personal approach of Project Success Staff, these students have generally adopted a more positive attitude toward school. Student control problems have lessened. In short it's a great program for kids and the staff also benefits.

#15. I strongly agree that the Project helps the social improvement of students.

16. I want the Project continued at Lincoln.

#16. I believe that students with learning disabilities and/or limited reading ability have experienced greater success and academic growth through Project Success. Self-concept has often been enhanced...too often there were "put-down's" in regular classes. Through the extra help and personal approach of Project staff, these students have generally adopted a more positive attitude towards school. Student control problems have lessened. In short, it is a great program for the kids and the staff also benefits.

#16. It must be! While those students who are legitimate Project type students need this special environment for learning, so do the type of college bound people I teach need theirs. By separating the different groups according to needs, a better job can be done for all. I do better teaching when I am ot spread too thin or pulled in too many directions at once.

#16. My hat is off to each and every one who works in the Project. It helps the whole school.

#16. Mrs. Arko and the entire Project staff have accomplished a real breakthrough in achieving a high school education for all students. Every student has the right to an education that is relative to his/her ability.

V. Instuction/Evaluation

17. I would be willing to have a supportive (special education) teacher work with me in my classroom, if I had special needs students.

#17. When I have had more than five students who had learning disabilities I've had a supportive teacher working with me.

#17. I believe each Project teacher should have a supportive teacher in her/his classroom. There is usually a wide range of ability in each Project classroom. They have a great deal of paper work along with assisting students all period.

#17. Mrs. Hendrickson has worked with me in class and has been a marvelous addition to my classroom situation - particularly helping with special reading problems.

#17. The number of students I have is too limited to make a valid judgement.

#17. In light of budget cuts, realistic?

#17. The exact role the special education teacher would play probably depends on curriculum and on personalities of the teachers involved. Ideally, it could be a terrific team teaching situation. The dangers of isolating students in small groups remains if students are removed from the classroom -- result is bad socially and therefore behavior can regress. In no instance should the special education teacher serve in a "teacher's aide" role.

18. I DON'T approve of the Project because it rewards the least deserving students.

#18. Some people are disturbed that we spend so much time, effort, and money on the poorer students. It would be nice if we could come to a happy medium. Utopia.

#18. All students deserve rewards. Lincoln's overall program needs revision.

#18. Who determines or labels someone as "least deserving"?

#18. I feel occasionally a few students get in that don't belong there.

EVALUATION ITEM		RESPONSE	TOTAL NO.	%
E. Instruction/Evaluation				
#17.	Willing to work with a special education teacher	a. strongly agree	29	44.6
		b. agree	26	40.0
		c. disagree	5	7.7
		d. uncertain	5	7.7
#18.	Rewards least deserving students	a. strongly agree	1	1.4
		b. agree	3	4.2
		c. disagree	66	91.6
		d. uncertain	2	2.8
#19.	Project students should be graded	a. same distribution	44	63.8
		b. no grade above "C"	6	8.7
		c. on Pass-Fail	19	27.5
#20.	Project Success has been:	a. well communicated	25	36.2
		b. inadquately communicated	31	45.0
		c. uncertain	13	18.8

Summary of data: Item #17 - 65 responses
#18 - 72 responses
#19 - 69 responses
#20 - 69 responses

Interpretation:

#17 - 85% of the staff are willing to have a special education teacher work with them in the classroom, if special needs students were in the room.

#18 - 91.6% of the staff agreed that ALL students are equally deserving of an educational opportunity.

#19 - 63% of the staff indicated that Project Students should be graded with the same grade distribution as regular class. This concept is in keeping with the purpose for alternative programs and individualizing instructions. The comment section includes weighing for class rank.

#20 - 45% of the staff indicated that the Project concept has been inadequately communicated to the staff. This indicates the need for an informal presentation of the Project to the staff is a consideration for the future.

19. Students in the Project should be graded:
    a. with the same distribution as other classes.
    b. with no grades given above a "C".
    c. on a "Pass-Fail" evaluation

#19. If a student achieves at A or B level he or she could be returned to the regular stream. (The ultimate goal.)

#19. I have a problem with this one...I disagree with a.) because it is misleading to the student himself e.g. receives many A's and B's, decides he wants to go to college and does not recognize the difference in competition outside project classes -- also the record is misleading to the post-secondary institution -- also high grades in Project skews the high school rank of the entire class -- students in regular classes and especially those applying for a state scholarship which is determined by HSR alone (no test) and need will be hurt as their rank is lowered. With the class of 1975 a student with a "B" average only ranks at the 69 percentile and was ineligible for the state scholarship -- cut-off is 75 percentile. I think we should have a weighting system for rank purposes. b.) This gives a negative effect. c.) Only other choice. I don't see a solution at this time. Best is a. with weighting.

#19. I think there has to be some variation and difference evaluated. A project student should not be given grades the equal of mainstream. I think some should earn B's.

#19. Grading is a problem, however I feel A's should be given because this really motivates some.

#19. As with any course the teacher decides.

#19. Records should clearly indicate "Project Success".

#19. Same distribution but transcripts should not be equal to those of students in college prep or regular classes -- should not be averaged together for class rank.

#19. Though project students are not achievers in the typical sense, they tend to be very aware of grades. The "what am I getting" syndrome is very prevelent and it serves as a beneficial tool of leverage for the project teacher.

#19. I know little of their problems or successes since I have no dealings with them. Grading is always a problem. A "hard" elective as an "easy" elective. How do you equate?

#19. Depends on group but generally included high on priority is attendance. attitude, plus parent systems with lower percentile required from normal.

#19. With weighting of marks for class ranking.

#19. According to the judgment of the teachers in general keeping with the norms of the school.

20. Project Success as an alternative program:
a. has been well communicated to the entire staff.
b. has been inadequately communicated to the staff.
c. uncertain.

#20. Staff members have an obligation to become informed.

#20. The project has never been given the chance to explain its program to the entire staff.

#20. The Project staff has done its work. The Project has been publicized in and out of school (Mah-Quh, Sun, Tribune, WCCO T.V.). Invitations to visit were made to all. If teachers are uninformed, its because they haven't cared enough about students, colleagues, or Lincoln to find out.

#20. Very few staff persons have even a remote idea of what is really going on in the project or any other department than their own for that matter. Perhaps some inservice time could be spent with other staff members speaking to other staff about what, why, how in their class department. Philosophies of education, grade requirement, pass/fail option or what.

#20. I'm not sure that the whole staff understands the educational objectives of project success -- many view the project as papering lazy students.

#20. Not nearly enough of the Lincoln staff is aware of the Project. There seems to be an assumption by some staff (teaching and custodial) that the project teacher is not as able to teach the pure academic material; as a result, the teacher is relegated to the project area. The project teacher is too frequently held responsible for all actions of project students. I am sure that some of this is in the minds of project teachers, but there seems to be a valid base for it.

#20. We all need to know more about the project and learn to appreciate it more.

#20. I don't think most of the staff has the foggiest notion of what goes on in the project. Perhaps every teacher should do a stint there. Then all teachers would understand the problem the project teachers are faced with.

#20. I think it has been communicated but some staff may not have listened.

#20. Need for inservice on project.

#20. Perhaps this is the fault of the rest of the staff, or perhaps my field does not come within the scope of the project.

#20. It has never been explained at a faculty meeting or has there been an in-service held.

EVALUATION ITEM	RESPONSE	TOTAL NO.	%
F. Budgetary/Administrative			
#21. Staff cut and size of Project classes	a. increase proportionately	14	19.6
	b. adhere strictly to 20-1 ratio	55	79.0
	c. expanded to 30	1	1.4
#22 Adminstration of program	a. part of division structure	24	33.3
	b. autonomous	46	63.9
	c. outside of Lincoln	2	2.8
#23. Proportion of budget on basis of student instructional hours	a. strongly agree	24	33.3
	b. agree	34	47.2
	c. disagree	3	4.2
	d. uncertain	11	15.3
#24. Supervisor directed to focus some time to Project area. (halls and lavatories)	a. strongly agree	31	44.3
	b. agree	25	35.7
	c. disagree	8	11.4
	d. uncertain	6	8.6

Summary of data: Item #21 - 70 responses
#22 - 72 responses
#23 - 72 responses
#24 - 70 responses

Interpretation:

#21 - 79% of the staff indicated that the 20-1 staffing ratio should be strictly adhered to in Project class.

#22 - 64% of the staff indicated that the Project should have autonomy in planning and budget with cooperation from the other general education divisions for staffing.

#23 - 80% indicated the staff is in agreement that the same dollar among should be budgeted to the Project per pupil instructional hours as is allotted in other divisions. Special Education funds should be supplementary funds designated for supportive help to those students identified according to state guidelines for special supportive services.

#24 - Halls and lavatory supervision of students should be the responsibility of all teachers. Teachers assigned supervision in lieu of teaching should be responsible for project area halls and lavatories.

VI. Budgetary/Administrative

21. With staff cuts the size of Project classes:
b a. increase porportionately with other classes.
b. adhere strictly to the 20-1 ratio.
c. be expanded to a limit of 30 students.

#21. Classes must be small to be effective. We need more supervision in all areas of the building and a few rules for students to live by.

#21. If changing the class size would make success impossible, it would seem foolish to conduct the program at all. If the program is worth doing, then it will have to have the teacher ratio which would make success possible. I am not able to judge this.

#21. Too many students are in project who need not be there. Thus, If we adhere to the 20-1 ration, fewer students need be in project.

#21. Smaller ratio than 20-1.

#21. Classes should not exceed 20-1.

#21. Ratio fewer than 20-10.

#21. Project classes should not have more than 10-15 students. Students/ teachers should have full permission to teach them in the best way possible.

#21. Expanded only if each teacher can be assured of having a supportive teacher with him/her each hour.

#21. Project classes hould be extremely small -- no larger than 10. Then perhaps a teacher could work with the students, teach them something, and keep his/her sanity.

#21. The class size cannot be increased to the point when the value of the individual teacher is lost.

#21. Possibly a 25-1 ratio but feel 30 too high for this type of student. Ideally should be 20-1.

#21. Project classes shouldn't be over the 20-1 ratio.

#21. The project area is unique and should be treated that way.

22. The administration of this program should be:
    a. part of the present division structure.
    b. autonomous in planning and budgeting as a separate division.
    c. administered as an instructional program outside of Lincoln.

#22. Strongly disagree with c. -- a very negative effect on Project students
    b. May be ideal but would this add prohibitive costs?

#22. I don't believe having it administered outside the building is a good idea, but I don't know how it has worked as part of division structure.

#22. Perhaps autonomous in planning but uncertain as to budget.

#22. I feel because of the diversity in the program it should be a separate division. As a separate division they should have a budget.

#22. The project should have the advantages of a division and none of the disadvantages. It should have adequate finances.

#22. Absolutely -- they should be autonomous in planning and budgeting.

#22. Separate but coordinated with other division.

#22. Have a degree of autonomy.

#22. I think the project needs money to write a curriculum.

23. A proportionate proportion of the budget should be allotted to the Project on the basis of student instructional hour-

#23. Project should have a basis, very basic, definition -- for purpose, goals, and jobs within the project. At present, the line of responsibility for project employees is very vague, i.e. project teachers, when absent, must call their division leader, the project director, any support tutor, or special eduation teacher (2 or 3 calls) and sub service. It's ridiculous. Someone has to lead.

#23. I question if this method would provide adequate funds.

#23. Because the project students have a disproportinate number of handicaps and learning disabilities -- maybe they need more money than the average.

Appendix C

Interview of Seniors

INTERVIEWS OF 14 SENIORS

in

PROJECT SUCCESS

at

LINCOLN HIGH SCHOOL

MAY, 1975

The students interviewed were randomly selected from the Contemporary Perspectives course for seniors in Project Success. Names of the students have been changed, so that they might remain anonymous. In the course of a 15 or 20 minute interview, the following questions were asked, and the results are presented in narrative form. The interviewer was Patrick Stevens.

1. How would you sum up your three years in the Project?

2. Why did you choose to be here?

3. What kind of problems have you had to deal with in your years in high school, at home, on the job, or in school?

4. Has the Project helped? Successes?

5. How has it helped?

6. Were the teachers aware of your special needs? Did they care about you?

7. Did you find a comfortable social climate in the Project? Was there any stigma attached to being in a special learning situation?

8. What would your high school years have been like if you weren't in the Project?

9. Anything else you wish to mention?

10. What will you do after high school?

1. Fred--says he would not have gotten through school or would have had a hard time with it. He has reading and retention problems, but everything else is OK, no family problems. He has been able to maintain the same job for the last four years. His teachers have been helpful and his classes in the Project have been geared to his special needs, have kept him interested and busy. His social life has been good in school, and he has felt no stigma attached to being in a special learning situation. On the contrary, he says that his friends would like to be in the Project also.

2. Tim--says he has reading problems, may not have gotten through high school without the Project. The teacher generally understood his learning needs, he says, and cared about him. His social life was better than it would have been in regular classes. He can remember no great successes, except, for the major success of just getting through. His family life is OK.

3. Kurt--wishes some of his classes covered things that his friends are interested in, such as economics and the stock market, but he learns from talking with his friends, and by no means feels cut off from the general mainstream of the school. He knows his reading abilities would not stand up to the level needed to get through certain classes, yet he has maintained interest in areas beyond the basics, holds two jobs, and has a normal social life. He says he probably would not have gotten through high school without the Project. Also, his reading level has improved to the point that he can pick up a book and read it cover to cover, whereas he was not able to do that in 10th grade. He has been a cut-up, he says, but nothing too serious. This, and reading difficulty, are what put him in the Project. He is interested in a career in Engineering.

4. Darrel--is a loner, does not like to be the center of attention, and yet feels that the teachers are personally interested in him and have helped him. He reads well, has difficulty writing, and thinks that without the project he would have had considerable difficulty getting through high school. His comments on reading and spelling lead one to believe that he is fairly aware of himself, his abilities and limitations, and intends to make the best of his opportunities. His parents are trusty and supportive of him, he says. He does not seek out lots of friends but does a lot of thinking on his own. He has a good image of himself and of his appearance.

5. Amy--has been getting B's for the past year, her third year in the project. She has a good self image, though she is not too enthusiastic about her own physical appearance. Recently she tried to take a regular class outside the Project, and felt that the teacher thought she was dumb because she couldn't read as fast as the other kids. She says she can understand current events and likes to study them, and that she learns just as much in her Project Class and enjoys it more. She says she can talk to the teachers as persons there, although her experience during the last six years of school led her to believe that teachers were all authority figures. She said she was thought of as a problem kid by the teachers in junior high, but felt no stigma since she came to the Project. She has secretarial skills, but would really like to be in photography.

6. Barb--has tried for two years to get into the Project, and felt dumb in her classes, and was failing. Now she likes her classes and says that these are the best teachers she has had. She feels no stigma attached to the fact that she is in the Project, and says she would have dropped out of school if she had to stay in regular classes. After graduation she plans to start a farm with two other girls.

7. Debra--admits that she doesn't have good retention, needs to go slower in classwork, and has learned more in the Project than she would have learned in regular classes. At the same time, she feels ready now to attend regular classes, and plans to go into Art Therapy at Willmar State College, and to work at a state institution in Willmar. She feels the teachers have understood her learning needs, and has enjoyed the field trips, learned a great deal from them. Her social life has been good. She says she wouldn't have had many friends in the regular program. But the fact she was in the Project bore no stigma for her, and she felt the teachers understood her learning needs.

8. Ginny's--parents haven't taken much interest in her education, and she doesn't get along too well at home. She says she would have dropped out of school without the Project. Her teachers have been friends to her, have understood her special needs, and she has found friends and felt comfortable in school. Waitressing is what she is doing and plans to be doing.

9. Paul--is the oldest of his family. His mother is divorced. Mike became disruptive after the divorce, while he was in junior high. He was arrested a number of times, still feels that there are police everywhere. He has enjoyed group and class discussions in the Project, says he gained more friends during 11th grade, and believes that the Project teachers really know him. He has found it much easier to get help than previously and does not feel put down by being in a special learning program. He says he would not have stayed in school without the Project.

10. As a Sophomore, Jim got D's and F's, while as a senior, he has had B's and C's. He has reading problems, but says the teachers have understood him in the Project and the other students have been a good influence to help him stay in school. His parents were going to keep him out of school because he has a full-time job. He says that the Project made it easier to stay in school while working. Although there were occasional put-downs because of his being in a special learning situation, he says it didn't bother him. After high school, he wants to be a chef.

11. Diane need to concentrate a little harder than others, but reads a lot and feels she could have made it through high school without the Project. More of her friends are outside the Project, although she has lived kids in her Project classes, and has sat next to her boy friend all year. She plans to be a secretary. The one thing about Project she didn't like was that she feels that sometimes the teachers treated like a baby in emphasizing things she already knew, but she admits s... stayed in the Project anyway, likes the easier pace of studies, and likes the teachers.

12. As a sophomore, Jim got a lot of help from his SLBP teachers, and has had to attend classes without reading help since then. He has made lots of friends, feels his Project teachers have understood him and his learning needs, and wants to go into restaurant management after graduation. Jim says he would have dropped out of school without the Project. Being in the work program also helped him a lot, and his Project classes made work program easier to handle.

13. Diane doesn't know if she was helped in reading. Sometimes she was bored with the slow pace, didn't like some of the readings. She liked the students she was with and likes to write. Also she reads a lot at home on her own time. After high school she wants to study to become a Child Development Assistant, possibly to work in a day care center.

14. Kay says she couldn't have finished high school without the Project. She got help in math and was enrolled in the Work Program, which enabled her to keep a job and do her school work. She found the other students friendly, liked the field trips, and felt no stigma attached to her being in a special learning situation. After graduation she will go to the Vocational Technical school to learn to be a chef.